

# Charlestowne Academy

5841 Rivers Avenue  
North Charleston, SC 29406

**Grades** K-12 Middle School

**Enrollment** 387 Students

**Principal** Edward Tichi 843-746-1349

**Superintendent** Dr. Maria L. Goodloe-Johnson 843-937-6319

**Board Chair** Ms. Nancy Cook 843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	9	30	5

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	No

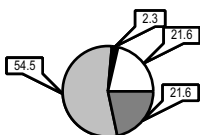
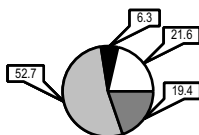
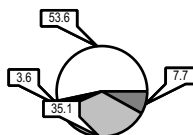
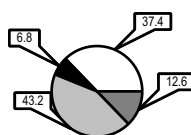
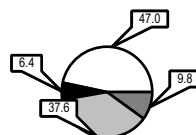
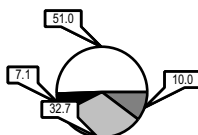
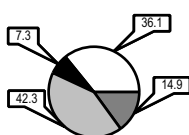
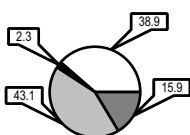
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	225	100.0	21.6	54.5	21.6	2.3	36.0	Yes	Yes
<b>Gender</b>									
Male	87	100.0	25.6	54.7	19.8	0.0	27.9		
Female	138	100.0	19.1	54.4	22.8	3.7	41.2		
<b>Racial/Ethnic Group</b>									
White	37	100.0	10.8	54.1	29.7	5.4	48.6	I/S	I/S
African American	177	100.0	24.1	55.7	18.4	1.7	32.2	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	202	100.0	16.6	56.8	24.1	2.5	39.2		
Disabled	23	100.0	65.2	34.8	0.0	0.0	8.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	225	100.0	21.6	54.5	21.6	2.3	36.0		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	21.8	54.1	21.8	2.3	36.4		
<b>Socio-Economic Status</b>									
Subsidized meals	154	100.0	24.5	56.3	17.9	1.3	29.1	No	Yes
Full-pay meals	71	100.0	15.5	50.7	29.6	4.2	50.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	225	100.0	21.6	52.7	19.4	6.3	42.8	Yes	Yes
<b>Gender</b>									
Male	87	100.0	17.4	57.0	20.9	4.7	46.5		
Female	138	100.0	24.3	50.0	18.4	7.4	40.4		
<b>Racial/Ethnic Group</b>									
White	37	100.0	21.6	40.5	21.6	16.2	51.4	I/S	I/S
African American	177	100.0	21.3	56.3	17.8	4.6	39.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	202	100.0	17.6	54.3	21.1	7.0	46.2		
Disabled	23	100.0	56.5	39.1	4.3	0.0	13.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	225	100.0	21.6	52.7	19.4	6.3	42.8		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	21.4	52.7	19.5	6.4	42.7		
<b>Socio-Economic Status</b>									
Subsidized meals	154	100.0	23.2	53.6	19.2	4.0	37.7	Yes	Yes
Full-pay meals	71	100.0	18.3	50.7	19.7	11.3	53.5		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	225	100.0	53.6	35.1	7.7	3.6	11.3
<b>Gender</b>							
Male	87	100.0	46.5	39.5	9.3	4.7	14.0
Female	138	100.0	58.1	32.4	6.6	2.9	9.6
<b>Racial/Ethnic Group</b>							
White	37	100.0	24.3	37.8	24.3	13.5	37.8
African American	177	100.0	60.9	33.9	3.4	1.7	5.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	202	100.0	50.8	37.2	8.0	4.0	12.1
Disabled	23	100.0	78.3	17.4	4.3	0.0	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	53.6	35.1	7.7	3.6	11.3
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	53.2	35.5	7.7	3.6	11.4
<b>Socio-Economic Status</b>							
Subsidized meals	154	100.0	61.6	31.8	4.0	2.6	6.6
Full-pay meals	71	100.0	36.6	42.3	15.5	5.6	21.1

<b>Social Studies</b>							
All Students	225	100.0	37.4	43.2	12.6	6.8	19.4
<b>Gender</b>							
Male	87	100.0	31.4	43.0	16.3	9.3	25.6
Female	138	100.0	41.2	43.4	10.3	5.1	15.4
<b>Racial/Ethnic Group</b>							
White	37	100.0	27.0	35.1	13.5	24.3	37.8
African American	177	100.0	40.2	43.7	12.6	3.4	16.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	202	100.0	34.2	44.7	14.1	7.0	21.1
Disabled	23	100.0	65.2	30.4	0.0	4.3	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	37.4	43.2	12.6	6.8	19.4
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	36.8	43.6	12.7	6.8	19.5
<b>Socio-Economic Status</b>							
Subsidized meals	154	100.0	43.0	40.4	12.6	4.0	16.6
Full-pay meals	71	100.0	25.4	49.3	12.7	12.7	25.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	22	100.0	4.5	22.7	63.6	9.1	72.7
	4	29	100.0	13.8	58.6	27.6	N/A	27.6
	5	25	100.0	24.0	60.0	16.0	N/A	16.0
	6	42	100.0	38.1	42.9	19.0	N/A	19.0
	7	39	100.0	28.2	48.7	23.1	N/A	23.1
	8	44	100.0	2.3	54.5	43.2	N/A	43.2
2005	3	28	100.0	10.7	42.9	42.9	3.6	46.4
	4	28	100.0	7.1	60.7	32.1	0.0	32.1
	5	32	100.0	21.9	59.4	15.6	3.1	18.8
	6	28	100.0	39.3	46.4	14.3	0.0	14.3
	7	62	100.0	21.7	66.7	11.7	0.0	11.7
	8	47	100.0	26.1	43.5	23.9	6.5	30.4
<b>Mathematics</b>								
2004	3	22	100.0	13.6	50.0	36.4	N/A	36.4
	4	29	100.0	13.8	62.1	17.2	6.9	24.1
	5	25	100.0	20.0	56.0	16.0	8.0	24.0
	6	42	100.0	19.0	31.0	40.5	9.5	50.0
	7	39	100.0	28.2	48.7	10.3	12.8	23.1
	8	44	100.0	25.0	59.1	9.1	6.8	15.9
2005	3	28	100.0	28.6	60.7	10.7	0.0	10.7
	4	28	100.0	14.3	75.0	10.7	0.0	10.7
	5	32	100.0	21.9	53.1	12.5	12.5	25.0
	6	28	100.0	14.3	42.9	42.9	0.0	42.9
	7	62	100.0	25.0	38.3	26.7	10.0	36.7
	8	47	100.0	21.7	58.7	10.9	8.7	19.6
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	64.3	25.0	10.7	0.0	10.7
	4	28	100.0	50.0	39.3	10.7	0.0	10.7
	5	32	100.0	46.9	46.9	3.1	3.1	6.3
	6	28	100.0	67.9	25.0	3.6	3.6	7.1
	7	62	100.0	46.7	36.7	10.0	6.7	16.7
	8	47	100.0	54.3	34.8	6.5	4.3	10.9
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	25.0	50.0	25.0	0.0	25.0
	4	28	100.0	25.0	64.3	10.7	0.0	10.7
	5	32	100.0	62.5	28.1	3.1	6.3	9.4
	6	28	100.0	32.1	35.7	17.9	14.3	32.1
	7	62	100.0	43.3	40.0	8.3	8.3	16.7
	8	47	100.0	30.4	45.7	15.2	8.7	23.9

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 387)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	27.7%	Down from 51.6%	13.8%	15.5%
Retention rate	1.8%	Up from 1.7%	3.5%	3.0%
Attendance rate	96.6%	Down from 99.6%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Up from 0.0%	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Up from 0.0%	5.1%	4.6%
Eligible for gifted and talented	13.4%	Down from 20.1%	12.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Up from 5.6%	13.8%	13.6%
Older than usual for grade	2.1%	Up from 1.9%	5.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.5%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	50.0%	No change	47.5%	51.8%
Continuing contract teachers	75.0%	Up from 73.1%	77.8%	78.1%
Highly qualified teachers	84.6%	Down from 85.0%	88.9%	89.6%
Teachers with emergency or provisional certificates	11.5%	Up from 9.5%	6.9%	6.0%
Teachers returning from previous year	74.9%	Up from 72.4%	84.1%	85.4%
Teacher attendance rate	94.3%	Down from 97.0%	94.8%	94.9%
Average teacher salary	\$40,951	Up 6.8%	\$39,939	\$41,328
Prof. development days/teacher	8.7 days	Down from 10.6 days	11.3 days	11.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.5 to 1	20.8 to 1	21.3 to 1
Prime instructional time	89.8%	Down from 94.7%	88.8%	89.3%
Dollars spent per pupil*	\$5,239	Up 9.7%	\$5,794	\$6,022
Percent of expenditures for teacher salaries*	63.9%	Down from 64.3%	62.5%	61.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	94.8%	Up from 94.3%	97.3%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Charlestowne Academy is the only public, magnet school in Charleston County that serves students from kindergarten through twelfth grade. Our school, which was founded by parents in 1997, is the only school in South Carolina that is based on a proactive parent-teacher-student partnership. When parents enroll their child in our school, they agree to be involved in their child's education at home and at school. For example, parents willingly spend many hours closely monitoring homework and volunteering their time assisting school personnel with many educational activities. Through a wide variety of donated expertise our parents have invested their heads, hands, and hearts in creating a school environment that welcomes students and motivates them to learn.

Our 2004-05 enrollment was 390 students. Our enrollment is based on a random lottery selection system resulting in a student body with varied backgrounds and abilities. Due to the strength of our rigorous curriculum and our back-to-basics approach to behavior management, we have taken our broad mix of students during our eight years of existence to the point where our standardized test results place our school among the best performing schools in Charleston County.

In December, 2003 our school received its first ever accreditation from The Southern Association of Colleges and Schools. We were honored this year for the third time in four years by the State Department of Education as a Palmetto Gold Award winning school. Our elementary, middle, and high school report cards have been good, average, and excellent, respectively, for the fourth year in a row. Our school has met AYP for the third year in a row. During the 2002-03 school year Charlestowne Academy High School was among only nine high schools out of 181 high schools in South Carolina to meet AYP standards. Our unique phonics-based reading program, Spalding, has provided us with the ability to consistently teach all of our kindergarten students how to read and write.

The Charleston County School District's Hearing Impaired Program relocated to our campus this year. Hearing-impaired students will benefit from their ability to remain together at one school site throughout their thirteen years of public school education.

Our business partners to date have included Publix, Harris Teeter, Food Lion, Bi-Lo, Ravenswood Plantation, Stockade Storage, Hess #40609, Bojangles, Coke Consolidated, Lowes, Piggly Wiggly, Buck Lumber, and Carolina Family Care. With their help and the ongoing support of every family in the school we will continue to demonstrate the phenomenal success of our back-to-basics curriculum and our parent-teacher-student partnership.

Edward Tichi, Principal  
William Cramer, Governing Council President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	86	42
Percent satisfied with learning environment	76.2%	70.2%	82.5%
Percent satisfied with social and physical environment	63.6%	63.5%	69.2%
Percent satisfied with school-home relations	77.3%	84.5%	48.7%

\*Only students at the highest middle school grade level at this school and their parents were included.